

Grade 6-8 English/Language Arts Progress Monitoring

Standard 1: Word Recognition, Fluency and Vocabulary Development

Fluent reading

Responds to sounds in the environment

Alerts to and locates sounds in the environment (e.g. primary caregiver voice)

Finds hidden sound directly above and behind

Produces a variety of sounds

Responds to sounds in the environment

Emulates sounds in the environment

Repeats sounds from familiar song, book

Produces strings of sounds while looking at a book

Acknowledges when sounds are the same or different

Produces and blends the sounds of letter patterns into recognizable words

Produces a variety of sounds

Blends individual sounds into words

Repeats words from familiar song or book

Repeats a word from a spoken sentence string

Identifies words from a spoken sentence

Perceives differences in letter sounds

Blends consonant-vowel-consonant sounds to make words

Compares sounds of different words

Produces and blends the sounds of letter patterns into recognizable words

Matches sound that begins own name with sound that begins another words or name

Identifies words that sound alike

Identifies words that rhyme

Produces words that rhyme with oral prompts

Distinguishes sounds within words

Compares sounds of different words

Identifies a new word from a word with a missing sound

Identifies the beginning and ending sounds of a word

Identifies how many sounds are heard

Orders sounds heard

Identifies changes in three sounds when one sound is added, substituted, omitted, moved or repeated

Distinguishes beginning sounds in single-syllable words

Distinguishes middle sounds in single-syllable words

Distinguishes ending sounds in single-syllable words

Recognizes different vowel sounds in orally stated single-syllable words

States a list of rhyming words

Decodes familiar words using phonemic awareness

Distinguishes sounds within words

Generates sounds from letters

Changes sounds as letters in words change

Blends consonant vowel consonant (cvc) sounds aloud to make words

Reads open syllables ending in long vowel sounds

Reads syllables containing silent e patterns.

Uses phonic clues as self-correcting strategies when reading.

Reads words with patterns: ck,le.

Reads words with patterns: wr, kn, ph.

Reads words with patterns: tion, able.

Reads words with patterns: ight.

Reads common word patterns

Decodes unfamiliar words using phonemic awareness

Decodes familiar words using phonemic awareness

Recognizes that vowels' sounds can be represented by different letters

Generates sounds from consonant blend patterns

Generates sounds from short-vowel patterns

Generates sounds from long-vowel patterns

Blends two to four phonemes into recognizable words

Reads words with vowel digraphs, two vowels together that make one sound.

Reads words with vowel sounds that change when followed by "r"

Sounds out regular words with more than one syllable.

Uses word families when reading unfamiliar words.

Reads phrases aloud

Decodes unfamiliar words using phonemic awareness

Uses phonic clues as self-correcting strategies when reading.

Anticipates actions, sounds, phrases from a predictable game or story

Uses self-correcting strategies when reading.

Reads text aloud

Reads phrases aloud

Speaks in complete, coherent sentences.

Reads text aloud using appropriate timing and change in voice

Reads text aloud

Reads aloud fluently in familiar text

Reads with appropriate change in voice and expression.

Uses appropriate changes in the tone of voice to emphasize important passages of the text being read.

Standard 1: Word Recognition, Fluency and Vocabulary Development

Word meaning

Responds to familiar pictures

Reacts to pictures of familiar people

Reacts to recognizable features in print

Finds named pictures or textures in books

Points to pictures in a book

Makes sounds related to pictures to demonstrate an understanding of the picture

Labels familiar pictures

Responds to familiar pictures

Names familiar people in pictures

Names familiar objects in pictures

Names familiar actions in pictures

Matches pictures to actual objects

Recognizes familiar symbols

Labels familiar pictures

Identifies familiar signs, logos, product labels, or other environmental print

Identifies letters of own name

Produces sounds from letters in own name

Points to and names some letters

Distinguishes letters from words

Compares, combines, and orders letters and letter sounds

Recognizes familiar symbols

Recognizes and names all capital letters in random order

Recognizes and names all lower case letters in random order

Puts letters shapes, cards or tiles in alphabetical order

Matches all consonant sounds to appropriate letters

Matches same letter written in different styles

Changes sounds as letters in words change

Recognizes that letters make words and words make sentences

Compares, combines and orders letters and letter sounds

Reads one syllable words

Recognizes that sentences in print are made up of words

Tells a story referencing letters, words and sentences

Recognizes words that look alike may sound alike

Reads common sight words

Recognizes that letters make words and words make sentences

Reads one syllable words

Matches oral words to printed words.

Recognizes developmentally appropriate vocabulary.

Reads and understands contractions.

Recognizes grade-level-appropriate words on sight.

Determines the meaning of compound words

Reads common sight words.

Reads and understands simple compound words.

Examines root words, prefixes, suffixes and etymology

Predicts the meaning of unknown compound words using the meaning of the individual word parts.

Uses word families to determine the meaning of unknown words

Determines the meaning of compound words

Reads root words and their inflectional forms (looks, looked, looking).

Uses prefixes to determine meaning.

Uses suffixes to determine meaning.

Identifies and correctly uses regular plural words.

Identifies and correctly uses irregular plural words.

Uses word parts to determine meaning of complex words

Uses word families to determine the meaning of unknown words

Uses root words to determine meaning.

Uses common root words and root parts derived from Greek and Latin to analyze the meaning of complex words.

Uses word origins to determine the meaning of unknown words.

Uses meaning of roots and word parts to analyze the meaning of complex words.

Recognizes and uses homographs.

Uses context clues to aid in word comprehension

Uses word parts to determine meaning of complex words

Makes meaningful word substitution in unfamiliar text.

Uses context to aid in comprehension and to make predictions about story content.

Uses self-correcting strategies when reading.

Uses context to understand word and sentence meanings

Interprets words with multiple meanings using context clues.

Uses sentence context to find the meaning of unknown words.

Explain slight differences in meaning in related words.

Uses grammatical clues to determine meaning.

Uses paragraph context to determine the meaning of unknown words.

Uses punctuation to aid in comprehension.

Explains the meaning of new words

Uses context clues to aid in word comprehension

Recognizes and uses antonyms.

Recognizes and uses synonyms.
Recognizes and uses homophones.

Standard 2: Information Text Structure, Comprehension and Analysis

Uses print for pleasure and information

Engages with a book

Looks at picture with interest
Explores a book
Jointly attends to pictures in books for several minutes

Imitates proper handling of books

Engages with a book
Opens a book
Turns pages from front to back
Turns one page at a time
Pretends to read a book aloud using jargon and combination of real words
Differentiates the care of a book from the care of a toy

Distinguishes print from pictures

Imitates proper handling of books
Tells about pictures on a page using a mix of simple phrases and simple sentences
Points to words in book while telling a story
Points to letter when asked
Holds book right-side up based on orientation of pictures

Orients to print in books

Distinguishes print from pictures
Follows words from left to right on the printed page
Follows words from top to bottom on the printed page
Follows printed words as a story is read or caption in video is played
Follows pages that accompany a story on audiotape or CD
Tells a story while correctly holding a book

Chooses reading activities for meaning

Orients to print in books
Intentionally selects material to provide information
Requests a book by title
Locates the title of a book
Locates the name of the author on a book
Identifies the author of a reading selection
Identifies the illustrator of a reading selection
Responds to who, what, when, where, why and how questions
Relates prior knowledge to what is read

Finds the title, author and table of contents of a text

Chooses reading activities for meaning
Identifies the title of a reading selection.
Locates the name of the author on a book
Identifies the table of contents of a reading selection

Uses titles, tables of contents, and chapter headings to identify central ideas or topics

Finds the title, author and table of contents of a text
Uses structural features to locate and comprehend information.
Identifies text that uses sequence or other logical order.
Draws conclusions about what will happen next by identifying key words.
Uses picture clues to aid in comprehending text.
Uses the organization of informational text to find information and strengthen comprehension.

Uses titles and chapter headings to locate information.
Uses a glossary or an index to locate information in text.

Finds basic facts and details in text

Uses titles, tables of contents, and chapter headings to identify central ideas or topics
Identifies details from a story or picture
Uses topic sentences to construct the main ideas.
Identifies answers in the text.
Responds appropriately to questions about text that is read
Draws conclusions about what will happen next by identifying key words.
Distinguishes the main idea and supporting details in informational text.
Identifies and assesses evidence that supports the main ideas presented in texts.
Uses evidence from text to support interpretations and conclusions.

Uses graphic features of text to aid in understanding the text

Finds basic facts and details in text
Uses pictures, cues, illustrations to draw conclusions or make predictions about story content
Uses graphics, diagrams and illustrations to find information and support understanding.
Uses charts in text to find information and support understanding.

Relates details in text to the main idea

Uses graphic features of text to aid in understanding the text
Asks and responds to questions to aid comprehension about important elements of informational text.
Connects the information and events in stories to life experiences
Uses pictures, cues, illustrations to draw conclusions or make predictions about story content
Uses the organization of informational text to find information and strengthen comprehension.

Summarizes the main idea and supporting details from several related documents

Relates details in text to the main idea
Compares literature and literary elements.
Compares and contrasts information on the same topic after reading several passages or articles.
Identifies and assesses evidence that supports the main ideas presented in texts.

Standard 3: Literary Text

Comprehension and analysis

Reacts to a story or event

Anticipates actions, sounds, phrases from a predictable game or story
Reacts to new situations based on the memory of a previous event
Selects a book based on familiarity
Listens with interest to stories read aloud

Identifies details from a story or picture

Reacts to a story or event.
Names objects from picture book
Points to actions in pictures
Identifies animals and people in pictures
Recalls an event while looking at pictures

Talks about characters and settings

Identifies details from a story or picture
Identifies and describes characters in a story
Tells something that a favorite character does in a story
Imitates parts of stories
Describes pictures of places in books
Talks about actions in pictures of family members, pets, self
Expresses what might happen after the action in a picture
Asks questions and makes comments about story being read

Talks about the cover and illustrations prior to story being read

Retells familiar stories

Talks about characters and settings

Tells simple stories from picture books

Re-enacts stories

Answers simple questions about characters, plot, outcome of story read aloud

Retells a story's beginning, middle, and ending.

Comprehends and responds to stories

Retells familiar stories.

Uses pictures, cues, illustrations to aid in comprehension

Identifies characters, settings, and important events in a story

Connects the information and events in stories to life experiences

Uses vocabulary heard in stories in oral language

Distinguishes fantasy from reality

Uses pictures, cues, illustrations to draw conclusions or make predictions about story content

Confirms predictions about what will happen next in a story

Distinguishes fantasy from reality

Comprehends and responds to stories

Expresses what might happen after the action in a picture

Uses personal experiences to answer questions about stories

Compares observations with those of other people.

Supports judgments through references to both the text and prior knowledge.

Distinguishes opinion from verifiable fact.

Identifies the story's plot, setting and characters

Distinguishes fantasy from reality

Identifies and describes the characters in story.

Identifies and describes the setting of story.

Identifies and describes the plot in a story

Describes pictures of places in books

Tells something that a favorite character does in a story

Creates a story map to show comprehension of plot.

Analyzes the causes and the effects of each story event on future actions.

Determines what characters are like by what they say or do and by how the author or illustrator portrays them.

Determines the causes for a character's action by considering the situation, setting, that character's traits, motivations, and

Identifies the meaning or lesson in literary text

Identifies the story's plot, setting and characters

Discusses main idea of what is read.

Recalls the major points in the text.

Determines the theme or author's message in fiction and nonfiction text.

Distinguishes the main idea and supporting details in informational text.

Identifies the main events of the plot.

Answers who, what, when, where, why and how questions with information from literary text

Identifies the meaning or lesson in literary text

Answers simple questions about characters, plot, outcome of story read aloud

Identifies answers in the text.

Responds appropriately to questions about text that is read

Standard 4 & 5: Writing Application and Processes

Paragraph construction

Intentionally makes marks or scribbles

Uses fingers to make marks in substances

Attempts to write and draw

Associates writing with purpose

Intentionally makes marks or scribbles

Draws approximations of shapes of objects to communicate

Requests someone else draws a picture or writes a message

Creates writing with the intention of communicating

Associates writing with purpose

Draws pictures and scribbles to generate and express ideas

Uses writing or symbols to share an idea with someone

Gives meaning to own writing

Tells a story for someone else to write

Produces recognizable writing that conveys meaning

Creates writing with the intention of communicating

Writes using letters, pictures, and words

Writes phonetically spelled words

Uses writing to label drawings

Adds writing to a picture story

Gathers ideas for writing for a purpose

Produces recognizable writing that conveys meaning

Gets ideas for writing from books and other media

Discusses ideas for writing

Records and orders ideas for writing

Gives writing to someone for a purpose (e.g. greeting card, invitation)

Selects a focus for writing

Gathers ideas for writing for a purpose

Selects a focus for group stories or other writing

Writes for specific purposes and audiences.

Writes with a clear focus.

Writes brief descriptions of real objects, people, places or events

Writes titles for own and others' writing.

Selects a focus and point of view for writing.

Establishes a purpose or context in writing.

Puts related ideas from different sources together for writing

Selects a focus for writing

Gets ideas for writing from books and other media

Determines what information is needed

Records and orders ideas for writing

Organizes related ideas together to maintain a consistent focus.

Locates and selects sources of useful information

Writes brief pieces that focus on the central idea

Puts related ideas from different sources together for writing

Writes brief narratives describing an experience

Writes with a clear focus.

Writes titles for own and others' writing.

Organizes related ideas together to maintain a consistent focus.

Develops a unified main idea in written descriptive pieces.

Selects a focus and point of view for writing.

Revises writing for others to read

Establishes a main idea or topic.

Writes short stories that tell about an incident, event or situation.

Writes brief pieces that focus on one topic and contain supporting details

Writes brief pieces that focus on the central idea

Uses various organizational strategies to plan writing.
Portrays key features of an object in written descriptions.
Describes the details of setting, characters, objects and events to develop plot.
Includes ideas, observations, or memories of an event or experience.
Includes facts and details.
Uses supporting paragraphs with simple facts, details, and explanations.
Writes narratives that develop characters.
Writes summaries that contain the main ideas of the reading selection and the most significant details.
Writes responses to literature that demonstrate an understanding of what is read with evidence from the text.
Supports position with effective emotional appeals.
Develops the topic with supporting facts, details, examples, and explanations.
Organizes written evidence to support arguments.
Includes important ideas, concepts, and direct quotations from significant information sources.
Writes a paragraph with clear purpose, meaningful organization, and related details
Writes brief pieces that focus on one topic and contain supporting details
Writes an informative paragraph.
Writes brief pieces about historical events.
Develops a unified main idea in written descriptive pieces.
Writes narratives based on experiences.
Selects a focus and point of view for writing.
Includes ideas, observations, or memories of an event or experience.
Respond to literature in a way that demonstrates an understanding of a literary work.
Develops the topic with supporting facts, details, examples, and explanations.
Organizes sentences with supporting ideas subordinate to main ideas to express a complete thought.
Organizes writing around clear ideas, premises, or images.
Includes important ideas, concepts, and direct quotations from significant information sources.

Standard 6: Writing Conventions

Correct sentence structure

Grasps writing tools

Makes marks with writing tools

Imitates specific writing strokes to make a picture

Grasps writing tools

Imitates drawing a horizontal line

Imitates drawing a vertical line

Imitates drawing a circle

Draws at top or bottom of page when requested

Copies specific writing marks

Imitates specific writing strokes to make a picture

Copies a vertical line

Copies a horizontal line

Copies a circle

Approximates writing strings of letters

Copies specific writing marks

Combines strokes and shapes to represent letters

Draws an approximation of a spoken number

Writes a known letter or approximations of letter

Prints lowercase letters

Prints uppercase letters

Writes letters in strings

Writes more than one word correctly

Writes from left to right, spacing letters correctly

Copies specific writing marks
Combines strokes and shapes to represent letters
Draws an approximation of a spoken number
Writes a known letter or approximations of letter
Prints lowercase letters
Prints uppercase letters
Writes letters in strings
Writes more than one word correctly

Approximates writing sentences by connecting words

Writes from left to right, spacing letters correctly
Legibly prints words and sentences
Spaces words appropriately
Spaces sentences appropriately

Writes and edits simple sentences with nouns, verbs, beginning capitalization and ending punctuation

Approximates writing sentences by connecting words
Capitalizes first word of sentence
Capitalizes words at the beginning of greetings.
Capitalizes names of people
Capitalizes the pronoun "I"
Uses periods at the end of sentences
Writes compositions that properly use nouns.
Identifies and correctly uses possessive nouns in writing.
Writes compositions that properly use verbs.

Writes and edits a variety of sentence types with correct punctuation and word order

Writes and edits simple sentences with nouns, verbs, beginning capitalization and ending punctuation
Uses exclamation points
Uses question marks
Capitalizes the first word in quotations.
Uses regular and irregular verbs in writing.
Uses correct and varied sentence types and sentence openings to present a lively and effective personal style.

Writes and edits compound sentences using correct punctuation and connecting words

Writes and edits a variety of sentence types with correct punctuation and word order
Uses commas.
Edits for sentence fragments and run-on sentences.
Uses compound sentences in writing.
Uses conjunctions to connect ideas.
Uses commas before the conjunction in compound sentences.
Identifies and uses compound subjects in writing.

Writes complex sentences and edits so that the parts are clear and correct

Identifies and correctly uses singular nouns in writing
Identifies and correctly uses plural nouns in writing
Identifies and correctly uses possessive nouns in writing.
Uses regular and irregular verbs in writing.
Uses modifiers, phrases, and clauses in writing.
Uses conjunctions to connect ideas.
Uses compound sentences in writing.
Applies conventions of capitalization in compositions.
Uses pronouns correctly in writing.
Properly uses present perfect verb tenses.
Properly uses past perfect verb tenses.
Properly uses future perfect verb tenses.

Writes a variety of complete sentences.

Standard 7: Listening and Speaking

Demonstrates receptive language

Responds to cues in the environment

Actively attends to things that an adult is showing

Recognizes Others

Responds to the arrival of a familiar person

Watches speaker's face when spoken to

Responds to familiar voices and noises (e.g. smiling, stopping to cry)

Responds to familiar gestures and words

Responds to cues in the environment

Responds to own name

Finds named pictures or textures in books

Gives one object when asked

Responds to short phrases (e.g. "Where's mama?")

Waves "hello" and "bye-bye" when prompted

Responds to "no"

Uses pointing for learning new vocabulary

Follows a familiar verbal or signed direction

Responds to familiar gestures and words

Follows one-step spoken directions

Answers simple "who", "what", and "where" questions about personal experiences

Answers simple questions related to familiar activities, events, stories

Follows an unfamiliar direction

Follows a familiar verbal or signed direction

Follows directions involving out of sight objects

Follows directions in new places

Answers "if...what" questions

Asks clarifying questions

Follows directions with steps and descriptors

Follows an unfamiliar direction

Follows two step spoken directions

Follows directions embedded with qualities (e.g. "Walk slowly and get the red book on the top shelf.")

Follows directions embedded with reasons (e.g. "Get your coat, it is time to go.")

Repeats with meaning what a speaker has said

Follows directions with steps and descriptors

Listens to retell.

Relates the sequence of story events by answering who, what, when, where, why and how questions

Listens and responds appropriately to questions.

Asks questions to aid in understanding what was said

Repeats with meaning what a speaker has said

Asks questions for clarification and understanding

Asks thoughtful questions and responds orally to relevant questions with appropriate elaboration.

Asks questions that seek information not already discussed.

Retells or paraphrases what a speaker has said

Asks questions to aid in understanding what was said

Responds to "yes"/"no" questions

Responds to who/what/when/where questions.

Responds to why/how questions.

Paraphrases information that has been shared orally by others.

Explains what a speaker has said.

Listens to determine main idea.

Listens to determine supporting details.

Accurately summarizes a presentation

Retells or paraphrases what a speaker has said

Summarizes major ideas and supporting evidence of that which was presented.

Standard 7: Listening and Speaking

Demonstrates expressive language

Uses gestures or sounds to communicate

Uses single words, signs, symbols, or gestures to communicate

Participates in back and forth vocal play

Imitates one-word vocalization/signs such as "more" "all gone" "mine"

Uses consonant-vowel combinations that may sound like "real" words

Varies pitch, length, and volume of vocalizations to express wants and needs

Produces vocalizations with correct inflection of questions and exclamations

Uses single words to communicate

Uses gestures or sounds to communicate

Imitates words on request while looking at pictures

Names familiar objects

Speaks intelligibly approximately 25% of the time

Uses pronouns "you", "me", "mine" and "I"

Uses single action and location words (e.g. "up" "jump")

Uses at least 6 different consonant sounds (e.g. m, n, p, b, t, d, k, g, w, y)

Uses two-word phrases or signs

Uses single words to communicate

Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present

Uses an expressive vocabulary of at least 50+ words

Uses an action or place word with a noun (e.g. "daddy home" "kitty eat")

Uses negation (e.g. not, can't)

Speaks intelligibly approximately 50% of the time

Gives full name upon request

Asks for help

Uses a variety of speech sounds meaningfully including (e.g. m, n, ng, p, b, i, d, k, g, w, y)

Uses simple phrases and sentences with simple grammatical rules

Uses two-word phrases or signs

Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in the recent past and near future

Imitates a series of three numbers or unrelated words

Communicates recent experiences using at least one attribute word

Gives age and gender upon request

Produces most consonants meaningfully at the beginning and end of words (excluding r, l, th, v, ch, sh blends)

Produces all vowels meaningfully in the middle of words

Speaks intelligibly approximately 75% of the time

Uses plurals

Uses pronouns - he, she, they, it

Uses progressive verbs (ing).

Uses regular past tense verbs (ed)

Uses varied grammar in expression

Uses simple phrases and sentences with simple grammatical rules

Repeats simple sentences as presented

Uses 6-word sentences

Uses more than one descriptor word in a sentence

Uses conjunctions

Uses possessive and objective pronouns

Uses grammatical word order

Uses auxiliary verbs

Shares information and ideas to describe, explain, predict

Uses varied grammar in expression

Speaks in complete and coherent sentences

Uses logical sequence to share a story or experience

Describes people, places, things, locations, and actions

Recites short poems, rhymes, songs, stories

Produces most consonants meaningfully at the beginning and end of words (excluding r, l, th, s)

Speaks intelligibly approximately 90% of the time

Answers "why" questions

Recites short pieces, sings songs or tells familiar stories

Shares information and ideas to describe, explain, predict

Repeats simple sentences as presented

Imitates simple rhymes.

Recites poems, rhymes, songs, stories.

Stays on topic when relating information or story events

Recites short pieces, sings songs, or tells familiar stories

States personal information to appropriate people.

Stays on topic when speaking

States a clear position or thesis.

Communicates using clear order and sequence

Stays on topic when relating information or story events

Shares experiences sequentially.

Retells a message sequentially in own words.

Guides and informs the listener's understanding of important ideas and details.

Uses cause and effect as an organizational structure for an oral presentation.

Uses similarity and difference as an organizational structure for a presentation.

Poses and answers a question as an organizational structure for a presentation.

Organizes presentations to maintain a clear focus, controlling idea, or topic.

Selects an organizational structure for an oral presentation.

Delivers presentations that develop a central idea with a beginning, middle and end

Communicates using clear order and sequence

Stays on topic when speaking

Uses creative vocabulary and descriptive strategies to communicate details.

Presents effective introductions and conclusions.

Guides and informs the listener's understanding of important ideas and details.

Uses cause and effect as an organizational structure for an oral presentation.

Uses similarity and difference as an organizational structure for a presentation.

Poses and answers a question as an organizational structure for a presentation.

Organizes presentations to maintain a clear focus, controlling idea, or topic.

Selects an organizational structure for an oral presentation.